|  | **Level 1-2** | | **Personal, Social and Community Health Strand** | | | | | | | | | **Movement and Physical Activity Strand** | | | | | | | |
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|  | **Sub-Strand** | | **Being healthy, safe and active** | | | | **Communicating and interacting for health and wellbeing** | | | **Contributing to healthy and active communities** | | **Moving the body** | | | **Understanding movement** | | **Learning through movement** | | |
| **Key**  Classroom-based activities ◼  Water-based activities **◼** | **Content Description** | | Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities | Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these | Practise strategies they can use when they need help with task, problem or situation at home and/or at school | Recognise situations and opportunities to promote health, safety and wellbeing | Describe ways to include others to make them feel that they belong | Identify and practise emotional responses that account for own and others’ feelings | Examine health messages and how they relate to health decisions and behaviours | Explore actions that help make the classroom a healthy, safe and active place | Identify and explore natural and built environments in the local community where physical activity can take place | Perform fundamental movement skills in different movement situations | Construct and perform imaginative and original movement sequences in response to stimuli | Create and participate in games | Discuss the body’s reactions to participating in physical activities | Incorporate elements of effort, space, time, objects and people in performing simple movement sequences | Use strategies to work in group situations when participating in physical activities | Propose a range of alternatives and test their effectiveness when solving movement challenges | Identify rules and play fairly when participating in physical activities |
| **Sample swimming and water safety teaching and learning activities** | **Focus Area Code/s** | **Contribution towards Achievement Standard #** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ask students to describe their own and others achievements in aquatic education. | MH | **2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Discuss safe and unsafe aquatic environments, including the role of the lifeguard and the importance of swimming between the flags. | S | **4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Discuss why it is important to Slip, Slop, Slap, Seek and Slide when participating in aquatic activities. | S | **4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ask students to name activities undertaken in different aquatic environments such as a pool, river, lake, dam or the sea. Identify the safety rules for these activities, for example read and obey signs, be aware of boats in waterways. | S | **4, 5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice safety skills such as:   * using a distress signal to show they need help in the water * grasping a floatation aid for support * floating for 60 seconds then kicking to safety. | S, AP, FMS | **7, 8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Perform a range of movement patterns in aquatic environments, which could include:   * combining arm and leg movements to move through water on the front and back for 10 metres * performing a torpedo on the front for three to five metres * pushing off the bottom or side of the pool * gliding both with and without flotation aid * treading water. | AP, FMS | **8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Design and perform a simply synchronised swimming routine connecting three-four different movement skills. | RE, AP, FMS | **8, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Perform movements such as picking up objects from under the water. | FMS, AP | **8, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Explain why it is important to follow rules in aquatic activities. | S | **7** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Navigate through an aquatic obstacle course, for example using a kick board to steer around markers and submerging underwater though a hoop, etc. | FMS, AP | **8, 9** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Foundation Achievement Standard** | **Levels 1 and 2 Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in the table above | **Levels 3 and 4 Achievement Standard** | **Focus Areas** | |
| By the end of Foundation Level   * Students recognise how they are growing and changing. * They identify and describe the different emotions people experience. * They identify actions that help them be healthy, safe and physically active. * They identify different settings where they can be active and how to move and play safely. * They describe how their body responds to movement. * Students use personal and social skills when working with others in a range of activities. * They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. * They perform fundamental movement skills and solve movement challenges. | By the end of Level 2   * Students describe changes that occur as they grow older. (1) * They recognise how strengths and achievements contribute to identities. (2) * They understand how emotional responses impact on others’ feelings. (3) * They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. (4) * They identify areas where they can be active and how the body reacts to different physical activities. (5) * Students demonstrate positive ways to interact with others. (6) * They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. (7) * They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. (8) * They perform movement sequences that incorporate the elements of movement. (9) | By the end of level 4   * Students recognise strategies for managing change. * They examine influences that strengthen identities. * They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. * Students interpret health messages and discuss the influences on healthy and safe choices. * They understand the benefits of being fit and physically active. * They describe the connections they have to their community and how these can promote health and wellbeing. * Students apply strategies for working cooperatively and apply rules fairly. * They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. * They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. * They create and perform movement sequences using fundamental movement skills and the elements of movement. | * Alcohol and other drugs **(AD)** * Food and nutrition **(FN)** * Health benefits of physical activity **(HBPA)** * Mental health and wellbeing **(MH)** * Relationships and sexuality**(RS)** * Safety **(S)** | * Active play and minor games **(AP)** * Fundamental movement skills **(FMS)** * Rhythmic and expressive activities **(RE)** |

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| **Sample Assessments\*** | | |
| **Activity** | **Assessment** | **Achievement Standard/s** |
| Ask students to name activities undertaken in different aquatic environments such as a pool, river, lake, dam or the sea. Identify the safety rules for these activities, for example read and obey signs, be aware of boats in waterways. | **Safety poster**  In relation to a specific aquatic scenario (for example visiting a lake), ask students to write an appropriate safety rule and to draw a picture that illustrates this safety rule. | By the end of Level 2   * They ... describe how to help keep themselves and others healthy, safe and physically active. (4) * They identify areas where they can be active.... (5) |
| Practice safety skills such as:   * using a distress signal to show they need help in the water * grasping a floatation aid for support * floating for 60 seconds then kicking to safety. | **Teacher observation**  Develop a rubric or checklist which can be used to record observation of student water safety skills. For example is the student able to:   * hold the floatation aid securely for support * float for 60 seconds * signal for help by raising one hand | By the end of Level 2   * They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. (7) * They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. (8) |

**\*Note the sample assessments listed don’t cover all of the sample activities identified.**